



Soleng Tom Elementary School

Tom Horne, Superintendent of Public Instruction

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

11141 East Camino Quince, Tucson, AZ 85748

Tucson Unified District

AZ LEARNS¹

Elementary Achievement Profile (a)

2005-06 Excelling
2004-05 Highly Performing
2003-04 Performing

(a) For additional information,
please refer to Achievement
Profiles Page near end of document.

No Child Left Behind

Adequate Yearly Progress (b)

2005-06 Met
2004-05 Met
2003-04 Met

School Improvement Status (b)

2005-06 N/A
2004-05 N/A
2003-04 N/A

(b) For additional information,
please refer to the AYP page in this
report card.

Arizona's report cards have been revised to include requirements in the federal No Child Left Behind Act, such as Adequate Yearly Progress and the disaggregation of student level data into required subgroups.

School Overview

Principal/Administrator : Dr. Theresa Ann Sonnleitner
Schedule : 07:15 AM to 03:45 PM
Grades : Pre-K-5
Web Address : edweb.tusd1.org/solengtom/
Phone Number : (520) 731-5400
Fax Number : (520) 731-5401
E-mail : theresa.sonnleitner@tusd1.org

Mission

The Soleng Tom community is committed to providing a safe and secure environment in which children are supported in achieving their optimal potential. Learners are encouraged to investigate, to reflect, and to collaborate as they develop an understanding of their world. Students' respect and responsibility for learning are keys to their development as productive and involved citizens.

School / Academic Goals

- ü Soleng Tom School teachers, parents, staff, and students will promote a learning environment that is safe, stimulating, positive, and productive.
- ü State standards and the CORE curriculum which are reflected in all instructional activities, will support high expectations for student achievement.
- ü Students at Soleng Tom School are involved in instructional activities that are brain compatible and that build on students' strengths.
- ü All Soleng Tom students will be supported in their learning to meet the state and district requirements. Additional assistance in reaching this goals will be available.

Enrollment

October 1, 2005 School Year Student Enrollment : 516
Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
Number of Students Attending Under Open Enrollment in 2005-06 : 135

Instructional Programs

- Ü Full-day Kindergarten
- Ü Gifted Instruction
- Ü Special Education Inclusion
- Ü Integrated Thematic Instruction
- Ü Balanced Literacy
- Ü K-3 Literacy Support
- Ü CCBG Guidance Instruction
- Ü Art and P.E. Instruction

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 17 minutes
First Day of School :	8/15/2005
Last Day of School :	5/24/2006

Shared Responsibilities

School

To support students in their homework, teachers will give clear homework instructions which state a specific purpose. These assignments are within the ability level of the child.

To ensure the safety and well being of all students, safety measures have been implemented.

To provide students with the tools and understanding of how to take responsibility for their learning and their behaviors, instruction and support in the area of lifeskills is provided.

Parents

Parents will schedule homework time, will provide a conducive environment for studying, will be available for assistance without completing the child's homework, and will communicate with the teacher if there is a valid reason for not doing homework. Parents will assume responsibility for ensuring that their child attends school daily and arrives on time.

Transportation Policy

Transportation will be provided to all children who live within the Soleng Tom attendance area and who live at least 1.5 miles away from school.

School Honors

Awards or Special Recognition Received By the School, Staff or Students

Award/Honor	Year
Ü Outstanding PTSA in Arizona	2006
Ü Largest local PTSA unit in Southern Arizona	2006
Ü SW Airlines Adopt-A-Pilot 'Career Takeoff' Award	2006
Ü 95.76% Attendance Rate	2006

Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 ³

3rd Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	83	4704	80010	100	99	99	465	443	447	NA	11	10	16	20	18	61	54	53	23	14	18
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	41	2282	38935	100	99	99	469	444	447	NA	9	9	12	20	19	66	57	55	22	14	17
Male	42	2422	40974	100	99	98	461	441	448	NA	12	11	19	21	18	57	52	52	24	15	19
African American	NC	311	4201	NC	98	99	NC	426	430	NC	20	17	NC	23	23	NC	49	51	NC	8	9
Hispanic	21	2729	34545	100	99	99	448	435	432	NA	12	14	29	24	24	57	54	53	14	10	9
Asian/Pacific Islander	NC	111	2068	NC	97	99	NC	472	474	NC	5	4	NC	12	10	NC	54	50	NC	29	36
American Indian/Alaskan Native	NC	182	3979	NC	97	96	NC	425	424	NC	15	17	NC	26	30	NC	54	47	NC	5	6
White	51	1370	35142	100	99	99	470	462	465	NA	6	5	14	12	11	61	57	56	25	26	28
Students with Disabilities	14	594	10161	100	94	93	435	415	419	NA	30	28	36	27	28	64	37	36	NA	6	8
Students without Disabilities	69	4110	69849	100	100	100	471	446	451	NA	8	7	12	19	17	61	57	56	28	16	19
Limited English Proficient Students	--	739	14013	--	98	97	--	410	413	--	27	24	--	35	34	--	35	39	--	3	3
Migrant Students	--	NC	603	--	NC	96	--	NC	417	--	NC	22	--	NC	32	--	NC	42	--	NC	4
Economically Disadvantaged	11	2469	39029	100	99	98	445	435	432	NA	12	14	36	24	25	55	54	52	9	9	9
Non-Economically Disadvantaged	72	2235	40981	100	99	100	468	451	462	NA	9	6	13	16	13	63	54	54	25	20	27

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	83	4701	79438	100	99	98	476	446	451	1	10	9	10	27	24	73	55	56	16	8	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	41	2284	38775	100	99	99	486	453	457	NA	8	7	5	24	22	71	58	58	24	11	13
Male	42	2417	40560	100	99	97	467	440	446	2	13	12	14	29	25	76	52	54	7	6	9
African American	NC	311	4178	NC	98	98	NC	436	439	NC	16	13	NC	30	29	NC	50	52	NC	5	6
Hispanic	21	2723	34297	100	99	98	474	438	434	NA	12	14	10	30	31	81	52	50	10	5	5
Asian/Pacific Islander	NC	111	2063	NC	97	99	NC	474	475	NC	4	3	NC	14	15	NC	65	63	NC	17	20
American Indian/Alaskan Native	NC	186	3940	NC	99	95	NC	432	429	NC	14	14	NC	34	36	NC	49	47	NC	3	3
White	51	1369	34887	100	99	98	475	465	471	2	5	4	8	18	15	73	62	63	18	15	18
Students with Disabilities	14	585	9588	100	93	88	449	410	416	7	30	30	14	36	32	71	32	34	7	3	5
Students without Disabilities	69	4116	69850	100	100	100	482	451	456	NA	8	7	9	25	23	74	58	59	17	9	12
Limited English Proficient Students	--	734	13856	--	98	96	--	403	407	--	29	27	--	44	43	--	26	29	--	0	1
Migrant Students	--	NC	600	--	NC	96	--	NC	418	--	NC	22	--	NC	38	--	NC	39	--	NC	2
Economically Disadvantaged	11	2460	38685	100	98	97	472	437	435	NA	12	14	18	30	32	64	53	50	18	4	5
Non-Economically Disadvantaged	72	2241	40753	100	99	99	477	456	467	1	8	5	8	23	16	75	57	62	15	13	17

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	83	4706	79971	100	99	99	441	420	423	1	7	8	35	43	41	61	48	49	2	2	3
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	41	2287	38974	100	99	99	451	432	437	2	5	5	24	36	33	68	57	57	5	2	4
Male	42	2419	40895	100	99	98	432	408	410	NA	9	10	45	50	47	55	40	41	NA	1	2
African American	NC	311	4203	NC	98	99	NC	407	411	NC	12	11	NC	45	45	NC	42	43	NC	1	2
Hispanic	21	2724	34481	100	99	99	427	416	410	5	7	10	33	46	46	62	46	43	NA	1	1
Asian/Pacific Islander	NC	113	2067	NC	98	99	NC	438	449	NC	6	4	NC	37	28	NC	51	60	NC	5	8
American Indian/Alaskan Native	NC	185	3995	NC	98	96	NC	414	409	NC	9	10	NC	43	47	NC	49	42	NC	NA	1
White	51	1373	35150	100	99	99	443	430	437	NA	5	5	35	38	35	63	54	56	2	3	5
Students with Disabilities	14	604	10258	100	96	94	419	373	377	NA	22	23	57	55	51	43	23	25	NA	1	1
Students without Disabilities	69	4102	69713	100	99	100	445	426	429	1	5	5	30	41	39	65	52	52	3	2	3
Limited English Proficient Students	--	741	13985	--	99	97	--	378	382	--	19	18	--	56	54	--	25	27	--	0	0
Migrant Students	--	NC	608	--	NC	97	--	NC	389	--	NC	16	--	NC	50	--	NC	33	--	NC	0
Economically Disadvantaged	11	2467	38994	100	99	98	426	414	409	NA	8	10	55	47	47	45	45	41	NA	1	1
Non-Economically Disadvantaged	72	2239	40977	100	99	100	443	427	437	1	6	5	32	39	34	64	53	56	3	2	5

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 ³

4th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	83	4554	80147	100	98	99	503	474	482	2	13	11	8	20	17	58	48	49	31	19	24
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	42	2200	39281	100	98	99	500	475	483	2	11	9	7	22	17	62	48	50	29	19	24
Male	41	2352	40780	100	97	98	506	473	482	2	14	12	10	19	17	54	48	48	34	18	24
African American	NC	314	4249	NC	97	99	NC	463	464	NC	18	17	NC	19	22	NC	49	48	NC	14	13
Hispanic	14	2529	33494	100	98	99	480	466	466	7	15	15	14	24	23	50	47	49	29	14	14
Asian/Pacific Islander	NC	109	2103	NC	99	99	NC	508	515	NC	7	4	NC	6	8	NC	49	44	NC	39	45
American Indian/Alaskan Native	--	219	4117	--	95	96	--	447	456	--	25	19	--	31	27	--	37	46	--	7	8
White	62	1383	36122	100	98	99	507	492	501	2	7	5	5	14	10	65	51	50	29	28	35
Students with Disabilities	12	589	10295	100	88	92	453	439	443	17	35	33	17	26	26	67	34	33	NA	6	8
Students without Disabilities	71	3965	69852	100	100	100	511	479	488	NA	10	7	7	20	16	56	50	51	37	21	26
Limited English Proficient Students	--	669	12722	--	97	97	--	439	441	--	27	27	--	35	33	--	34	37	--	3	3
Migrant Students	--	--	622	--	--	97	--	--	454	--	--	19	--	--	30	--	--	43	--	--	8
Economically Disadvantaged	11	2431	38371	100	97	97	474	464	465	NA	16	15	27	24	23	64	47	49	9	13	13
Non-Economically Disadvantaged	72	2123	41776	100	98	100	507	485	498	3	9	6	6	16	11	57	49	49	35	25	33

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	83	4563	79686	100	98	98	493	463	470	1	13	11	17	27	24	65	53	57	17	6	8
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	42	2214	39163	100	99	99	497	468	475	NA	10	9	17	25	22	64	57	60	19	8	10
Male	41	2347	40438	100	97	97	490	457	465	2	16	13	17	30	25	66	49	54	15	5	7
African American	NC	318	4228	NC	98	98	NC	454	458	NC	19	15	NC	27	28	NC	49	53	NC	5	4
Hispanic	14	2525	33299	100	98	98	473	454	452	NA	16	17	43	32	32	50	48	47	7	4	3
Asian/Pacific Islander	NC	109	2097	NC	99	99	NC	484	490	NC	6	5	NC	12	13	NC	73	68	NC	8	14
American Indian/Alaskan Native	--	223	4087	--	97	96	--	445	446	--	21	16	--	35	38	--	43	44	--	2	2
White	62	1388	35914	100	99	98	499	482	489	NA	6	5	11	19	15	71	63	67	18	12	14
Students with Disabilities	12	593	9808	100	88	87	441	425	432	8	37	35	58	32	32	33	28	30	NA	3	3
Students without Disabilities	71	3970	69878	100	100	100	502	468	475	NA	9	8	10	27	23	70	57	61	20	7	9
Limited English Proficient Students	--	666	12594	--	97	96	--	420	422	--	34	34	--	47	45	--	19	21	--	0	0
Migrant Students	--	--	611	--	--	95	--	--	439	--	--	22	--	--	39	--	--	37	--	--	2
Economically Disadvantaged	11	2438	38095	100	98	97	481	452	452	NA	17	17	36	32	32	45	48	48	18	3	3
Non-Economically Disadvantaged	72	2125	41591	100	98	99	495	475	486	1	9	6	14	23	16	68	59	65	17	10	13

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	83	4592	80372	100	99	99	504	474	475	1	4	4	7	31	30	89	64	64	2	2	2
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	42	2219	39452	100	99	99	509	485	488	2	3	3	2	22	22	95	72	72	NA	2	3
Male	41	2371	40836	100	98	98	499	463	464	NA	5	6	12	38	37	83	56	56	5	1	1
African American	NC	319	4264	NC	98	99	NC	459	465	NC	8	5	NC	33	35	NC	57	59	NC	2	1
Hispanic	14	2551	33608	100	99	99	505	469	462	NA	5	6	14	33	36	86	61	57	NA	1	1
Asian/Pacific Islander	NC	110	2098	NC	100	99	NC	487	500	NC	3	2	NC	19	16	NC	76	75	NC	2	7
American Indian/Alaskan Native	--	224	4128	--	97	97	--	462	464	--	5	4	--	37	39	--	58	56	--	NA	1
White	62	1388	36213	100	99	99	504	486	489	2	2	2	6	26	22	89	69	72	3	3	3
Students with Disabilities	12	628	10526	100	93	94	477	427	427	NA	14	15	33	53	53	67	32	31	NA	1	1
Students without Disabilities	71	3964	69846	100	100	100	509	480	482	1	3	3	3	27	26	93	69	69	3	2	2
Limited English Proficient Students	--	674	12747	--	98	97	--	426	432	--	14	12	--	51	52	--	34	36	--	0	0
Migrant Students	--	--	621	--	--	97	--	--	452	--	--	9	--	--	40	--	--	51	--	--	0
Economically Disadvantaged	11	2454	38521	100	98	98	469	463	461	9	6	6	9	35	38	82	59	55	NA	1	1
Non-Economically Disadvantaged	72	2138	41851	100	99	100	509	485	489	NA	2	3	7	26	22	90	69	72	3	3	4

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 ³

5th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	78	4552	79306	100	98	99	537	496	504	NA	16	13	9	23	20	53	47	49	38	15	19
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	35	2186	38845	100	98	99	538	496	505	NA	14	11	9	24	20	54	49	50	37	14	18
Male	43	2365	40383	100	97	98	536	496	504	NA	18	14	9	22	19	51	45	47	40	15	19
African American	NC	277	4171	NC	99	98	NC	484	485	NC	21	20	NC	24	26	NC	46	44	NC	9	10
Hispanic	14	2530	32673	100	98	99	526	485	487	NA	19	18	21	27	25	43	45	46	36	9	10
Asian/Pacific Islander	NC	131	2147	NC	98	99	NC	532	539	NC	5	5	NC	11	10	NC	49	46	NC	35	40
American Indian/Alaskan Native	NC	194	4034	NC	100	97	NC	469	479	NC	31	22	NC	27	29	NC	41	43	NC	2	7
White	55	1420	36234	100	97	99	542	517	523	NA	8	6	5	16	13	53	51	52	42	25	28
Students with Disabilities	NC	573	10286	NC	85	91	NC	456	462	NC	44	41	NC	29	27	NC	23	27	NC	3	5
Students without Disabilities	71	3979	69020	100	100	100	541	501	510	NA	12	9	7	22	18	51	50	52	42	16	21
Limited English Proficient Students	--	593	10291	--	96	96	--	456	458	--	41	38	--	32	34	--	26	26	--	1	2
Migrant Students	--	NC	630	--	NC	95	--	NC	478	--	NC	24	--	NC	27	--	NC	43	--	NC	6
Economically Disadvantaged	12	2380	37437	100	98	97	511	484	486	NA	20	19	25	26	26	58	45	46	17	9	9
Non-Economically Disadvantaged	66	2172	41869	100	98	100	542	508	521	NA	11	7	6	18	14	52	49	51	42	21	27

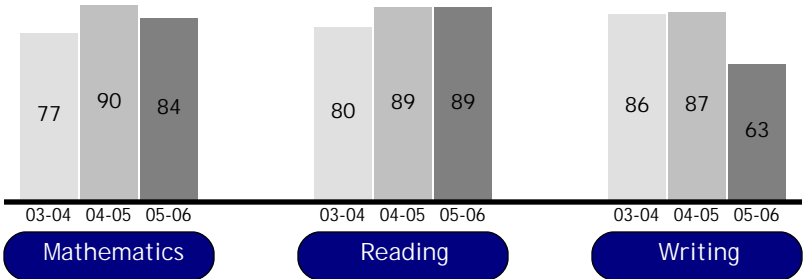
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	78	4596	79000	100	99	98	526	483	489	1	11	10	4	28	24	71	54	58	24	7	9
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	35	2204	38774	100	99	99	529	488	494	NA	7	7	6	27	22	69	57	61	26	8	10
Male	43	2391	40150	100	98	98	523	479	485	2	14	12	2	28	25	72	53	55	23	6	8
African American	NC	279	4153	NC	99	98	NC	477	476	NC	15	13	NC	25	30	NC	53	53	NC	7	4
Hispanic	14	2553	32508	100	99	98	523	473	472	7	13	15	NA	34	33	64	49	49	29	4	3
Asian/Pacific Islander	NC	134	2142	NC	100	99	NC	503	510	NC	3	4	NC	21	14	NC	63	67	NC	13	16
American Indian/Alaskan Native	NC	195	4016	NC	100	96	NC	467	467	NC	13	14	NC	39	37	NC	46	46	NC	2	2
White	55	1435	36135	100	98	98	528	503	508	NA	6	4	4	17	14	73	64	67	24	13	15
Students with Disabilities	NC	617	9991	NC	91	88	NC	442	449	NC	38	33	NC	37	36	NC	24	29	NC	2	2
Students without Disabilities	71	3979	69009	100	100	100	531	489	495	NA	7	6	1	26	22	72	59	62	27	8	10
Limited English Proficient Students	--	604	10199	--	97	95	--	439	439	--	34	35	--	47	47	--	18	18	--	0	0
Migrant Students	--	NC	629	--	NC	95	--	NC	457	--	NC	22	--	NC	41	--	NC	37	--	NC	1
Economically Disadvantaged	12	2403	37234	100	98	97	507	472	472	NA	14	15	8	34	33	92	49	50	NA	3	3
Non-Economically Disadvantaged	66	2193	41766	100	99	99	529	495	505	2	8	5	3	21	16	67	60	65	29	11	14

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	78	4607	79611	100	99	99	551	500	496	NA	5	7	9	36	37	86	58	56	5	0	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	35	2206	39016	100	99	99	562	514	511	NA	3	4	3	26	29	91	70	66	6	1	1
Male	43	2400	40519	100	99	98	542	488	482	NA	7	10	14	44	44	81	48	46	5	0	0
African American	NC	279	4188	NC	99	98	NC	495	486	NC	6	9	NC	42	40	NC	51	50	NC	0	0
Hispanic	14	2557	32855	100	99	99	564	495	481	NA	6	10	21	39	43	64	55	47	14	0	0
Asian/Pacific Islander	NC	134	2149	NC	100	100	NC	524	519	NC	2	4	NC	28	24	NC	69	70	NC	1	2
American Indian/Alaskan Native	NC	192	3992	NC	99	96	NC	489	478	NC	5	10	NC	45	46	NC	49	44	NC	1	0
White	55	1445	36380	100	99	99	551	510	511	NA	4	4	5	29	30	91	66	65	4	1	1
Students with Disabilities	NC	643	10664	NC	95	94	NC	442	440	NC	20	23	NC	57	54	NC	22	22	NC	1	1
Students without Disabilities	71	3964	68947	100	100	100	554	509	504	NA	3	4	7	32	34	87	64	61	6	0	1
Limited English Proficient Students	--	609	10362	--	98	97	--	448	438	--	17	22	--	58	57	--	25	21	--	NA	NA
Migrant Students	--	NC	636	--	NC	96	--	NC	467	--	NC	14	--	NC	47	--	NC	38	--	NC	0
Economically Disadvantaged	12	2415	37626	100	99	98	551	492	479	NA	6	10	17	41	45	83	52	45	NA	0	0
Non-Economically Disadvantaged	66	2192	41985	100	99	100	551	510	511	NA	4	4	8	30	30	86	65	65	6	1	1

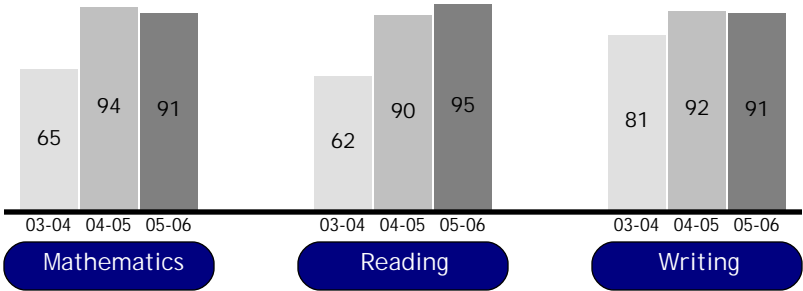
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Recent Trends in Student Proficiency on the State Standards (AIMS Test)

3rd Grade Proficiency



5th Grade Proficiency



The graph includes the percentage of students that met or exceeded the standards. NC = Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC.

The table below shows the schools that met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met.

AYP Determination	Met Percent Tested?	Y
	Met Test Objectives?	Y
	Met Attendance Rate?	Y
	Met Graduation Rate?	Not Evaluated
	Made AYP?	Yes

Glossary:

Adequate Yearly Progress

A measure of school performance as mandated by the federal government in the No Child Left Behind. AYP holds schools accountable for the performance of subgroups, as well as all students. AYP measures school toward the goal of having 100 percent of all students proficient in state standards for reading and math by 2013-14.

Met Percent Tested:

The school or district tested at least ninety-five percent (95%) of its students enrolled at the time of the test administration. Schools and districts must test at least 95 percent of their student in order to make AYP.

Met Test Objectives:

The percentage of students in the school or district that demonstrate proficiency in state standards by passing the AIMS test meets or exceeds the goal for that year. No Child Left Behind requires that Arizona set goals, called Annual Measurable Objectives, for the percentage of students passing AIMS for all public schools and districts in the state. The goals increase over time toward 100 percent passing by 2014. To meet the test objectives, every subgroup in the school must meet the Annual Measurable Objective.

Met Attendance Rate:

The school or district had an attendance rate of at least 90 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 90 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Met Graduation Rate:

The school or district had a four-year graduation rate of 71 percent or greater. School or districts granting a high school diploma must have a graduation rate of 71 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Achievement Test Results

Stanford 9 and TerraNova/AIMS DPA

Grade	Content Area	2003-2004 (SAT9)				2004-2005 (TerraNova)				2005-2006 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	100	60	NA	58	100	59	43	47	100	61	44	46
	Language	100	64	45	50	100	62	42	47	100	56	44	48
	Mathematics	100	66	56	64	100	74	48	50	100	70	50	52
3	Reading	100	67	NA	55	100	63	41	44	98	65	43	46
	Language	100	72	56	61	100	59	40	44	98	63	43	46
	Mathematics	100	71	53	61	100	70	47	51	98	67	48	52
4	Reading	100	67	NA	56	99	64	43	48	99	65	46	52
	Language	100	60	45	52	99	64	44	49	99	68	48	52
	Mathematics	100	73	50	61	99	65	48	53	99	72	52	58
5	Reading	100	64	NA	55	100	63	46	50	96	79	50	56
	Language	100	57	41	49	100	62	46	50	96	78	50	54
	Mathematics	100	72	53	63	100	67	45	49	96	78	48	52

Starting in Spring 2004-05, students were tested using AIMS DPA and TerraNova. AIMS DPA is a statewide assessment that is both standards-based, measuring student's knowledge against the Arizona Academic Standards, and norm-referenced, comparing student knowledge against students nationwide. TerraNova was administered to all students in grades 2 and 9. It is important to note the TerraNova/AIMS DPA and Stanford 9 test results are not comparable. For more information on the TerraNova and AIMS DPA, see our website at www.ade.az.gov/standards/

The Stanford 9 is a standardized, norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested in Reading, Mathematics and Language. The percentage (%) of eligible students tested and the school's percentile ranks are listed above. State average percentile ranks for Arizona and District are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with NC (not calculated) to protect student privacy. Some columns contain dashes (-) to indicate "no data available."

Soleng Tom Elementary School

School Site Council

Council Composition

- 1 School Administrator(s)
- 1 Non-certified Employee(s)
- 6 Teacher(s)
- 6 Parent(s)
- 1 Community Member(s)
- 1 Student(s)

Council Duties

- Ü Review Site MAP
- Ü Approve Site 301 Goals
- Ü Support School Accountability Plan
- Ü Participate in the Hiring of Staff
- Ü Serve as Voice for Stakeholders
- Ü Support Student Achievement

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.00	Teacher	23.00
Other Professional Staff	4.00	Teacher Aide	5.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	5	0	0	0
4 to 6 years	2	1	0	0
7 to 9 years	0	1	0	0
10 or more years	2	11	0	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	22
Teachers with Emergency Certification.	0
Percent of teachers in the school with Emergency/Provisional Certification	0%
Percent of core classes not taught by Highly Qualified Teachers	0%

Resources Available at School Site

Special Facilities

- Ü Library
- Ü Multi-purpose Room
- Ü Desert Habitat
- Ü Pre-school

Extracurricular Activities

- Ü Student Council
- Ü Bridgebuilders
- Ü Wright Flight
- Ü Challenger Program
- Ü STEP - before and after school program
- Ü Chess Club
- Ü Scouts
- Ü Track

Social Services

- Ü Before School Program (STEP)
- Ü After School Program (STEP)
- Ü Summer Enrichment (STEP)
- Ü Pre-School Program
- Ü Counseling Program
- Ü First Grade Parent Forum
- Ü Curriculum Night
- Ü New Parent Orientation

Indicators of Success Based on Historical Data from 2005-06

School Achievements/Accomplishments 2005-06

- ü Parents are highly involved in their children's education at Soleng Tom. Over 6,000 volunteer hours were logged last year. Our School Quality Survey indicated a 95% rate of satisfaction.
- ü Soleng Tom School earned the AZ LEARNS Achievement Profile of EXCELLING SCHOOL.
- ü The attendance rate for Soleng Tom for 2005-2006 is 95.76%. Our mobility rate is 12.9%, our stability rate is 94.2%, and our promotion rate is 98.8%.
- ü Students in grades 3-5 received the following mastery levels on the AIMS: reading = 88.5%, writing = 82%, mathematics = 88.1%.

Student Activity Rates for School Year 2005-06

		Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	96	95	94	95
Promotion Rate ⁵	96	89	88	73
Graduation Rate ⁶	NA	NA	NA	81

NA = Graduation rate does not apply to K-8.

K-6/UE - Kindergarten to Grade 6 including Ungraded Elementary (UE).

9-12/US - 9th grade to 12th grade including Ungraded Secondary (US).

School Safety

School-level Efforts to Ensure a Safe and Healthy Learning Environment

Safety is a top priority and is engrained in our daily responsibilities. Our school facility and campus were inspected by TUSD School Safety Officers and Risk Management personnel this summer. Their recommendations were followed and improvements made. Our building and grounds are closed during the school day with one entrance available for visitors to check in.

Total number of incidents that occurred on the school grounds for school year 2005-06 that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

3

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, 1-877-900-1086, is anonymous and available 24 hours a day.

The Arizona Department of Education does not audit the information submitted by each school.

Contacts

	Name	Phone Number
School Site Council	Christine Brown	(520) 731-5400
Transportation Policy	Marc Cohen	(520) 731-6706
Community Resources	Martha Damek	(520) 731-5400
School Nutrition Programs	Mirielle Bearden	(520) 731-5400
Parent Organization	Jerry Weygint	(520) 731-5400
Student Health/Nurse	Jan Fast-Hart	(520) 731-5400

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at www.ade.az.gov/srcs on the Internet. "The Arizona Department of Education of the State of Arizona does not discriminate on the basis of race, religion, color, national origin, sex, disability or age in its programs, activities or in its hiring and employment practices. If you have questions or grievances related to this policy, please contact the Administrative Services DAS at (602) 542-3186."

ACHIEVEMENT PROFILES

Arizona's Achievement Profiles capture the performance level of every school.

DEFINITIONS:

Failing to Meet the Academic Standards - needs to meet state performance and state progress goals.

School performance has been designated as Underperforming for three consecutive years and a site review determined that the designation of Failing to Meet the Academic Standards was warranted.

Underperforming - needs to meet state performance and state progress goals.

Performing - meets state performance goals.

Performing Plus - above state performance goals, however the number of students exceeding the standard on the AIMS test is not sufficient to earn a highly performing or excelling label.

Highly Performing - above state performance goals or has demonstrated adequate improvement, in addition a significant number of students have exceeded the standard on the AIMS test.

Excelling - significantly above state performance goals, in addition a significant number of students have exceeded the standard on the AIMS test.

TITLE I TERMS

Title I School Improvement Year 1

A Title I school that has not made adequate yearly progress (AYP) for two consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and support to the school in its school improvement efforts.

Title I School Improvement Year 2

A Title I school that has not made adequate yearly progress (AYP) for three consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts.

Title I School Improvement Year 3 or Corrective Action

A Title I school that has not made adequate yearly progress (AYP) for four consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must choose and implement at least one of six corrective actions. See Section 1116(b)(7) of NCLB for a list of the corrective action options.

Title I School Improvement Year 4 or Restructuring (Planning Phase)

A Title I school that has not made adequate yearly progress (AYP) for five consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Title I School Improvement Year 5 or Restructuring (Implementation Phase)

A Title I school that has not made adequate yearly progress (AYP) for six consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Footnotes

1 For an explanation of the Achievement Profiles, please visit our website at www.ade.az.gov/azlearns.

2 Under ARS 15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

3 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met (M) the standard and Exceeds (E) the standard. MSS = Mean Scaled Score. The federal law, No Child Left Behind, requires disaggregation in subgroups and ethnicity. NC= Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC. For more information on testing and Arizona Academic Standards go to <http://www.ade.az.gov/AIMS/default.asp>

4 Attendance Rate: Percentage of students attending the first 100 days of the academic year.

5 Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2004-05 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

6 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2004. For more information on the Graduation Rate Study published by the ADE, please see our website at www.ade.az.gov/researchpolicy/grad.

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** If total cost of printing = \$0.00, the school elected to only provide the electronic version of the report card.

** Due to booklet size printing, print copies are produced in multiples of 4.